



Alberta Distance Learning Centre

ELA 1104

English 10-2 (September 2002)

ADLC desires to continue to serve students well and meet objectives prescribed by the *Program of Studies*.

- The **Response Booklets** for English 10-2 have been revised.
- The **Unit Booklets** for English 10-2 remain unchanged.
- **Revised Response Booklets** provide
 - more example answers,
 - more choices of assignments, and
 - fewer assignments than indicated in the Unit Booklets.
- Students are to complete all assignments in the revised Response Booklets while using the teaching given in the Unit Booklets.
- **The combined use of Unit Booklets, textbooks, and Response Booklets is essential to ensure successful understanding of concepts and procedures.**
- This **September 2002** edition replaces the 2001 edition of the **Response Booklets** of this course.
- All students registering in English 10-2 (print) at ADLC should receive the **September 2002** edition of the course.

As usual, assistance in this course is available from ADLC. Toll-free telephone access is available within Alberta through Alberta's RITE number: 310-0000.

Phone: (780) 674-5333 Ext. 313

Fax: (780) 674-4712

E-mail: pjackson@adlc.ca

English Department
Alberta Distance Learning Centre
Barrhead, Alberta

Please remove this sheet. (Keep it for future reference.)

Student and teacher: Use this cover sheet for mailing or faxing.

ENGLISH 10-2

Response Booklet 1 (September 2002)

FOR STUDENT USE ONLY	
Date Submitted: _____	(If label is missing or incorrect) File Number: _____
Time Spent on Unit: _____	Unit Number: _____

FOR ADLC USE ONLY	
Batch Number:	<hr/>
Assigned To:	<hr/>
Graded By:	<hr/>
Grading:	<hr/>
Date Unit Received:	

[illegible]

Apply Label Here

Name			
Address			
City/Town	Province	Postal Code	

Please verify that preprinted label is for correct course and unit.

Teacher's Comments:

Teacher

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING RESPONSE BOOKLET

When you are registering for distance learning courses, you are expected to submit Response Booklets for correction regularly. Submit each Response Booklet as soon as you have completed it. Do not submit more than one Response Booklet in one subject at the same time. Before submitting your Response Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover completed and the correct course label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Response Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Response Booklet to the post office and have it weighed. Attach sufficient postage and seal the envelope. Response Booklets will travel faster if sufficient postage is used and if they are in envelopes that do not exceed two centimetres thickness.

FAXING

1. Response Booklets may be faxed to the Alberta Distance Learning Centre. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

Response Booklets may be e-mailed to the Alberta Distance Learning Centre. Contact your teacher for the appropriate e-mail address.

English 10-2

Response Booklet 1

Advice:

Your marks on this module will be determined by your success on the assignments in this booklet. Your answers indicate your understanding of the course.

- Before attempting to answer the assigned questions, please be sure you have read all the relevant directions and instructions in the course materials.
- Proceed **slowly** and **carefully** through the assignments.
- If you encounter difficulties, review the pertinent section notes.
- If you are still having problems, please contact the course teacher at the Alberta Distance Learning Centre for assistance.
- The marks possible for each individual exercise are indicated.
- Good luck in your studies!

Warning:

- Failure to complete all questions and/or poor responses due to obvious lack of effort may result in your teacher returning the Response Booklet marked “incomplete”. No grading will be awarded until such exercises are completed to the teacher’s satisfaction.
- Discussing various aspects of the course with others is encouraged, but all work submitted should be your own.
- **If the final exam score is vastly different from the average score of the units, the teacher has the discretion to assign a final mark based solely on the examination results.**

Our Pledge to You:

Everyone at the Alberta Distance Learning Centre is committed to helping you achieve your educational goals. We happily assist students who are sincere in their desire to learn. We may be reached by phone, fax, e-mail, voice mail, postal mail, or in person.

Any journey consists of single steps; you have taken another by enrolling in this course. We want to help you successfully reach your destination.

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Pembina Hills Regional Division #7

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The address is as follows:

<http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Unit 1: Introduction–Looking Ahead Assignments

Students are expected to

1. complete all assignments, including taped oral performances,
2. place a check mark or your initials in the “Completed” column in the chart below to ensure each assignment is in the Response Booklet,
3. then sign the declaration underneath the chart.

Assignment Description		Completed	Points Possible	Score
1.	Section: Planning the autobiography assignment (mind-map/web)		10	
2.	Autobiography (First Draft)		Omit	Omit
3.	Autobiography assignment		40	
4.	Oral presentation of autobiography		15	
5. A.	Section 2: Writing survey checklist		2	
5. B.	Writing survey questions		8	
6. A.	Reading survey checklist		2	
6. B.	Reading survey questions		8	
7.	Final Section: Journals		5	
8.	Vocabulary Log		5	
9.	Mechanics Pit Stop		5	
Total Score			100	

I have checked to see that all the required assignments are completed.

(Date)

(Student's Signature)

Please note that space for *Journal Entries* is included on pages 23, 24, and 25 of this Response Booklet.

Value
10

Section 1: Introducing Yourself

Assignment 1: Mindmap–Planning the Autobiographical Assignment

Use the space below to design your own mind-map (or web) of details about yourself, or use the web design on the following page.

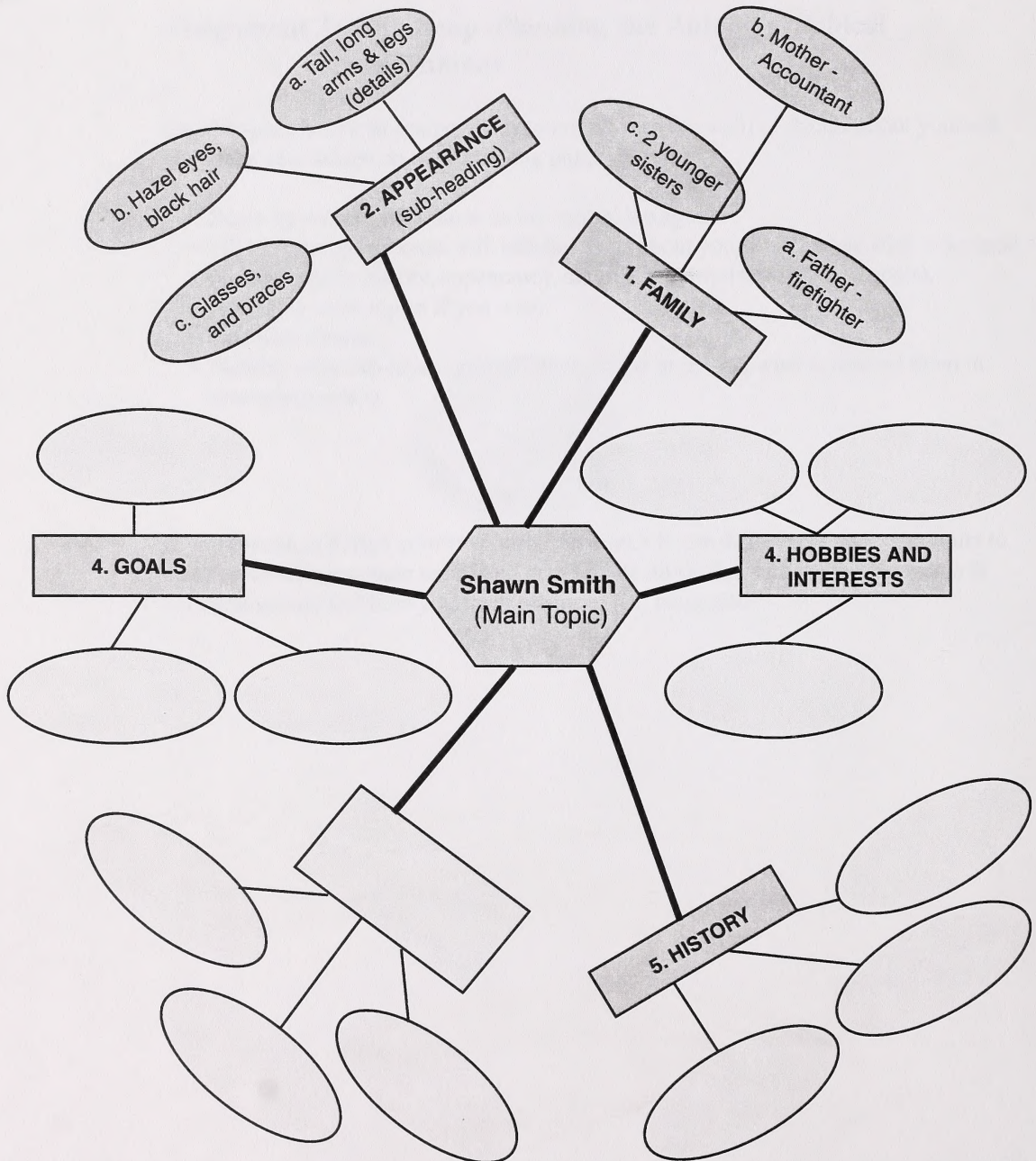
- Begin by writing your name in the central hexagon.
- Fill in rectangular boxes with sub-headings about yourself that you wish to include (such as family history, appearance, dreams, accomplishments, and goals).
- Add more main topics if you wish.
- Add your details.
- Number your sub-headings and details in the order you wish to discuss them in your composition.

OR

If you choose to design your own web, remember to use different shapes or colours to distinguish between main topics and details. The rubric that follows these pages will help you understand how your web planning will be graded.

Organizing Your Thoughts

After adding to his mind-map, Shawn decided that he needed to organize his details before writing his autobiography. He numbered his sub-headings (Family, Appearance, Hobbies and Interests, Goals, History) to indicate the order of paragraphs in his composition. Shawn used letters to show the order of details within each paragraph. This simple addition of order made his mind-map a much more effective pre-writing tool.



Expectations for Plan for Autobiography

5	Excellent <i>The student...</i> • creates a plan that contains an impressive number of ordered ideas	3	Satisfactory <i>The student...</i> • creates a plan that contains ordered ideas
4	Proficient <i>The student...</i> • creates a plan that contains many ordered ideas	0-2	Developing <i>The student...</i> • creates a plan that contains few ordered ideas

	Possible	Received
Planning	5(x2)	(x2)
Total	10	

Assignment 2: The Autobiographical Assignment (Omit)

Value
40

Assignment 3: The Autobiographical Assignment

Write your polished essay in the space provided on the following pages. A rubric is shown below to indicate how your autobiographical assignment will be graded.

Expectations for Autobiographical Assignment

	Thought and Detail	Writing Skills
	<i>The student...</i>	<i>The student...</i>
5	Excellent <ul style="list-style-type: none"> provides ideas that are confidently and creatively expressed arranges ideas in paragraphs; examples and quotations are precise 	Excellent <ul style="list-style-type: none"> composes writing that is skillfully structured and fluent makes appropriate and effective word choices and uses variety in sentence structure
4	Proficient <ul style="list-style-type: none"> provides ideas that are thoughtfully expressed arranges ideas in paragraphs; examples and quotations are relevant and purposeful 	Proficient <ul style="list-style-type: none"> composes writing that is confident and generally fluent makes specific word choices and uses some variety in sentence structure
3	Satisfactory <ul style="list-style-type: none"> provides ideas that are appropriate arranges ideas in paragraphs; examples and quotations are straightforward 	Satisfactory <ul style="list-style-type: none"> composes writing that is clear and effective makes adequate word choices and uses simple sentences with some variety
2	Limited <ul style="list-style-type: none"> provides ideas that are superficial or underdeveloped may not arrange ideas in paragraphs; examples and quotations are vague and/or repetitive 	Limited <ul style="list-style-type: none"> composes writing that is unclear and/or ineffective makes inappropriate, or imprecise word choices and several errors in sentence structure
1	Developing <ul style="list-style-type: none"> provides ideas that are irrelevant, or undeveloped does not arrange ideas in paragraphs; examples and quotations are inappropriate, or absent 	Developing <ul style="list-style-type: none"> composes writing that is frequently unclear, and does not flow smoothly makes confusing, or inaccurate word choices and frequent errors in sentence structure

	Possible	Received
Thought & Detail	20	
Writing Skills	20	
Total	40	

[illegible]

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Assignment 4: Autobiography Oral Presentation

Enclose your audio cassette of the oral presentation of your autobiography. Use the following assessment guide to evaluate your own oral presentation.

Delivery	Always	Mostly	Often	Seldom
• The speaker pronounces words accurately				
• The oral presentation is smooth, and evenly paced				
• Volume, pitch, and breathing are controlled				
• The speaker demonstrates effective use of voice to emphasize important points and capture and maintain audience interest				
Areas of strength: The things I did well in this oral presentation are...				
Areas for improvement: The things I can improve in my next oral presentation are...				

Assignment 4: Autobiography Oral Presentation

Enclose your audio cassette of the oral presentation of your autobiography. Use the following assessment guide to evaluate your own oral presentation.

Delivery	Always	Mostly	Often	Seldom
• The speaker pronounces words accurately				
• The oral presentation is smooth, and evenly paced				
• Volume, pitch, and breathing are controlled				
• The speaker demonstrates effective use of voice to emphasize important points and capture and maintain audience interest				
Areas of strength: The things I did well in this oral presentation are...				
Areas for improvement: The things I can improve in my next oral presentation are...				

	Possible	Received
Self-Assessment	5	

The following evaluation form is for your teacher to complete. If you are unable to record your presentation, ask a supervisor or parent to complete and sign this evaluation.

Delivery	Always	Mostly	Often	Seldom
• The speaker pronounces words accurately.				
• The oral presentation is smooth, and evenly paced				
• Volume, pitch, and breathing are controlled				
• The speaker demonstrates effective use of voice to emphasize important points and capture and maintain audience interest				
Areas of strength: The things the student did well in this oral presentation are...				
Areas for improvement: The things the student can improve in the next oral presentation are...				
Evaluator's Name:		Relationship to student:		
(Please Print)				
Evaluator's Signature: _____				
Evaluator's Phone Number: _____				

	Possible	Received
Performance on oral presentation	10	

Section 2: Self-Assessment

Assignment 5: Personal Writing

Complete the writing survey below to help focus your thoughts and ideas about your writing.

Writing Survey

A: Place a check mark in the box that best fits your reaction to each numbered statement below.

	USUALLY	SOME-TIMES	NEVER
1. I like to write poetry.			
2. I like to write short stories.			
3. I like to write non-fiction.			
4. I like writing in a variety of formats.			
5. I like writing in my spare time.			
6. I write drafts until I am sure that my writing is clear.			
7. I use a dictionary when I write.			
8. I use a thesaurus when I write.			
9. I use a writer's handbook when I write.			
10. I keep a list of new words that I have learned.			
11. I like to use new words that I have learned in my writing.			
12. I keep a list of words that I have trouble spelling correctly.			
13. I am careful to put in punctuation marks (periods, commas, question marks, capital letters).			
14. I proofread my work carefully for mechanical errors and missing words and ideas.			
15. I make changes (edit) in my work to make it better.			
16. I ask someone else to read over my writing to see that it makes sense and to double check for mechanical errors and missing words.			
17. I like to write letters or send e-mail to my friends.			
18. I like to read my writing to others (family, friends, teachers, other students).			

Completion of checklist	2
Awarded marks	

B: Complete the following statements in the space provided.

The favourite piece of writing I have done is...

It is my favourite piece because...

The things I do well in my writing are...

The things I need to improve in my writing are...

The things I am doing now to help improve my writing are...

The things I want to learn about to help improve my writing are...

The types of writing I want to practice more are...

I think writing is...

Expectations for Personal Writing Survey and Questions

3-4	Proficient	0-2	Developing
	<i>The student...</i> <ul style="list-style-type: none"> • answers all survey questions • provides thoughtful, clear and complete answers • provides answers mostly free of mechanical errors 		<i>The student...</i> <ul style="list-style-type: none"> • does not answer all survey questions • provides unclear or incomplete answers • makes frequent mechanical errors

	Possible	Received
Survey & Questions	8	

Assignment 6: Personal Reading

Complete the reading survey below to help focus your thoughts and ideas about your reading.

Reading Survey

A: Place a check mark in the box that best fits your reaction to each numbered statement below.

	USUALLY	SOME-TIMES	NEVER
1. I like to read poetry.			
2. I like to read short stories.			
3. I like to read non-fiction.			
4. I like reading a variety of different material.			
5. I read for enjoyment.			
6. I read for information.			
7. I enjoy reading aloud for others.			
8. I enjoy reading my own writing to others.			
9. I enjoy reading the writing of other students.			
10. I like to choose what books I read.			
11. I like to go to libraries and bookstores to find new books to read.			
12. I like to use new words that I have learned in my reading.			
13. I use a dictionary to look up new words that I encounter as I read.			
14. I ask myself questions and look for the answers as I read.			
15. I make predictions about what will happen in short stories and novels as I am reading them.			
16. I read newspapers and magazines.			
17. I like to read letters or e-mail sent to me by my relatives and friends.			
18. I like to read my writing to others (family, friends, teachers and other students).			

Completion of checklist	2
Awarded marks	

B: Complete the following statements in the space provided.

The favourite book I have read is...

It is my favourite book because...

I am a good reader because...

The skills I need to improve in my reading are...

The things I am doing now to help improve my reading are...

The things I want to learn about to help improve my reading are...

The types of reading I want to practice more are...

I think reading is...

Expectations for Personal Reading Survey and Questions

3-4	Proficient	0-2	Developing
	<i>The student...</i> <ul style="list-style-type: none"> • answers all survey questions • provides thoughtful, clear and complete answers • provides answers mostly free of mechanical errors 		<i>The student...</i> <ul style="list-style-type: none"> • does not answer all survey questions • provides unclear or incomplete answers • makes frequent mechanical errors

	Possible	Received
Survey & Questions	8	

Final Section:

Assignment 7: Journals

Write your three journal entries for this unit on the following pages. They will be graded according to the rubric below.

Expectations for Journals

4-5	Proficient	0-3	Developing
	<i>The student...</i> <ul style="list-style-type: none">• provides perceptive thoughts• includes clearly detailed content• maintains a confident voice throughout• organizes ideas clearly		<i>The student...</i> <ul style="list-style-type: none">• lacks clear thought• provides inadequate content• lacks consistency in voice• fails to organize ideas

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Assignment 8: Vocabulary Log

Provide a complete definition of each word or expression in the Vocabulary Log. Add five words and their definitions from the selections in this unit. From your thesaurus, provide one synonym for each word.

Expectations for Vocabulary Log

3-5	Proficient	0-2	Developing
	<i>The student...</i> <ul style="list-style-type: none">• provides definitions that are accurate and complete• provides appropriate synonyms		<i>The student...</i> <ul style="list-style-type: none">• provides definitions that are inaccurate or incomplete• provides inappropriate synonyms

	Possible	Received
Vocabulary Log	5	

List Words	Definition	Synonym
<i>hexagon</i>	<i>a polygon or enclosed figure having six sides</i>	<i>(no synonym applicable)</i>
<i>terminology</i>	<i>technical terms and/or words appropriate to a particular trade or area of study</i>	<i>specific words</i>
<i>category</i>		
<i>autobiography</i>		
<i>format</i>		

Assignment 9: Mechanics Pit Stop

1. Grammar Pit Stop

- a. Complete the grammar exercise from page 197 in *Reading and Writing for Success*. Rewrite the sentences from your textbook in the space provided. Use a highlighter pen or pencil crayons to help you indicate the independent and dependent clauses

- b. Review unit assignments. Find examples from your writing that contain: subject and predicate, a phrase, an independent clause, and a dependent clause. Write your sentences on the lines provided. Highlight and label each of the examples.

Expectations for Mechanics Pit Stop

3-5	Proficient	0-2	Developing
	<i>The student...</i> <ul style="list-style-type: none"> • completes exercise with accuracy • provides appropriate and original examples 		<i>The student...</i> <ul style="list-style-type: none"> • fails to complete exercise accurately • provides inappropriate or incomplete examples

	Possible	Received
Mechanics Pit Stop	8	

You are ready to celebrate your achievements, and send your work for grading.
You can proceed to *Unit 2: Heroism: Choosing Positive Role Models*.

End of Response Booklet 1

